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ABSTRACT

Questions have been raised about the status of English as a second language (ESL) in colleges and universities, especially with regard to ESL credit, admission of ESL students, and tenure for ESL instructors. These questions prompted Portland State University (Oregon) to send a questionnaire dealing with the topic to the directors of 174 programs associated with institutions of higher education. In addition to asking for current information on the three issues, the questionnaire also asked for recommended changes regarding credit, and the parallel with foreign languages. Responses were received from 128 directors. They reveal the diversity in patterns of admission, credit/noncredit bearing offerings, and the lack of a consistent policy among and within many institutions. In spite of the diversity, respondents' recommendations reveal a significant degree of agreement in the area of credit and changes in credit policy. More schools favor giving credit for ESL than not giving credit. There is no clear agreement regarding the notion of a parallel between ESL and foreign languages. Fifty-three respondents reported that the status of ESL instructors is not the same as that of the regular faculty. The questionnaire and tabulation of results are appended. (AMH)

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A Survey: College Credit and Other Related ESL Issues

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Introduction

The recent surge in the enrollment of non-native speakers of English especially international students in institutions of higher education in the United States has given rise to a new situation regarding admission, credit and the status of the instructors in that field. According to the 1982 IIE (Institute of International Education) directory of English Language and Orientation Programs in the United States ESL is now offered at 545 institutions or organizations as compared with 170 colleges universities in 1964. It is also significant to note that apart from Teaching English Abroad, ESL in Higher Education forms the largest special interest group in the TFSOL membership (984 out of 4697) [1].

In spite of the growth and the recognition of ESL in higher education it is still an area that is not clearly defined in its relation to higher education. There are a number of questions that need to be answered and issues to be addressed. For example, should ESL taught in college be given college credit? If English is a foreign language can a parallel be drawn between FSL and other foreign languages in terms of degree requirements? Is FSL admission to be sepatate from academic admission? Are FSL instructors at the college level to be given equal treatment with other college instructors? Are there any guidelines or established practices for institutions to follow?

Such questions have been raised by many but particularly by the administration in our institution (Portland State University) where the ESL program in its credit is different from the others in the state system of higher education. More specifically the administration has questions about such matters as ESL

[1] TESOL Membership Directory 1981 p.18.

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credit, admission of ESL students and tenure for FSL instructors. This has prompted the idea of conducting a national survey by means of a questionnaire. In the following pages the questionnaire is described and the results are tabulated and discussed.

The Questionnaire[2]:

In August 1982 copies of a questionnaire were sent to the directors of 174 programs associated with institutions of higher education. As was indicated in the covering letter, the purpose was "to survey current practices and report recommended changes". To ensure easy and prompt response, the questions were limited to one page and return stamped envelopes were enclosed. The questions were divided into two main sections. While the first section focused on ESL admission, existing policy in dealing with credit and instructors, the second sought recommended changes regarding credit, the level to allow credit and the parallel with foreign languages. Following the brief questions in each section space was provided for additional comments.

The Responses:

Of the 174 questionnaires sent 128 responses from thirty-three(33) states were returned showing a significant 73.56% response. While three(3) did not complete the requested information for identification, many added detailed comments regarding their feelings and the present situation. Some reported recent developments starting credit courses in their institutions. Of particular interest was a copy of a memo from the Division of FFL at Georgetown University dated May 10, 1982 specifying the new policy toward applying FFL credit toward modern foreign language requirements.

The responses reveal the diversity in patterns of admission and credit/non-credit bearing offerings and the lack of a consistent policy among and

[2] A copy of the questionnaire is attached p.21.

within many institutions. It is however, in the recommended changes that there is considerable agreement concerning future policies and ESL needs in higher education.

The Results: (Tabulation and chart) Please see pages 5-19.

Following the tabulation a chart lists the responding institutions.

Discussion of the Results:

ESL Admission and Credit

From the responses three patterns of admission emerge. In the majority of institutions (86) FSL admission is separate from academic admission. In about one-sixth (32) of the institutions ESL admission is not separate. In nine, a very small number of institutions, the two patterns of admission are possible depending upon the level of the student's proficiency. Of the 32 institutions where ESL admission is not separate, about two-thirds (21) offer ESL for credit. The amount of credit given ranges from 3 per term/semester to no limit on credit in two schools. In about one-third (10) the credit is earned at all levels. It is interesting to note that credit may be earned in ten institutions where ESL admission is separate.

Recommended Credit Policy

As indicated earlier, in spite of the diversity in ESL offerings and the lack of a consistent policy in current practices, the respondents' recommendations reveal a significant degree of agreement in the area of credit. Some recommend the changes even though they may not be able to make them in their insitutions for financial or administrative considerations.

While 36 respondents feel that ESL should not be for credit, a large

number of them (67) recommend the credit. More are in favor of giving credit in ESL at all levels than giving it at the advanced level (43 to 34).

Other Related Issues

There is no clear decision regarding the notion of a parallel between ESL and foreign languages (with 52 for and 56 against). In this connection some suggest that ESL is remedial,[3] while others strongly object. As one respondent puts it "...the notion that ESL students are in some way remedial needs to be dispelled and their very real accomplishments recognized as truly academic: granting college-level credit is the accepted way of doing this." Further arguments for and against giving ESL College credit[4] are summarized in the last section of the results (p.10).

The status of ESL instructors is reported by 53 as not the same as regular faculty,with titles such as adjunct lecturers, extension instructors, etc. and even where they are given faculty benefits, they are not considered for tenure. One respondent makes the analogy with professional instructors "in music, physical education, etc.." As to qualifications only one indicates Ph.D as required. This may touch on the relationship between teaching ESL and teaching in a teacher preparation program, but the responses provide no specific information on this point. There is, however, some indication that the two areas of ESL and TESL are coordinated in 36 institutions.

In conclusion, it is fair to say that the findings of the survey though limited point to some areas of agreement and to the need for further study of those same areas, especially ESL credit and the status of FSL instructors. There is no doubt that ESL is gaining recognition as a discipline in its own right and as one respondent says, "... perhaps if we all push for it we may get a change of attitude toward ESL, not second rate but equal to other professional fields."

3 The 1982 11E directory uses the term 'remedial' in the General Introduction, pi.

4 Some schools make a distinction between intensive and non-intensive ESL courses.

Tabulation of the Results of the Questionnaire

In the following section the information provided by the respondents is analyzed into several categories to reflect the major issues of ESL admission, Credit and the instructors' status. The figure after each item indicates the number of responding institutions.[1]

I. ESL and Academic Admission

a. Admission is separate from admission to the institution: 86
b. Admission is not separate from admission to the institution: 32
c. Admission may or may not be separate from the institution: 9
d. No response: 1

e. Students must be academically admissible to the institution: 28
f. Students may not be academically admissible to the institution: 93
g. Students may or may not be academically admissible to the institution: 6
h. No response: 1

II. ESL and College Credit

a. ESL offered for credit: 31

1. Amount of credit earned:
   - up to 3 credits per term/semester: 2
   - 4 to 9 credits per term/semester: 13
   - 10 or more credits per term/semester: 8
   - No limit: 2*
   - Elective credit: 1**
   - No response 5

*Schools which have no limit on credit:

Burlington County College-lower division or upper division credit
University of California -lower division credit
(at Santa Barbara)

**ESL is offered as elective credit at Fort Lewis College (Colorado) Students may earn 8 lower division credits per term at the advanced and intermediate levels.

2. Credit earned as :
   - Lower division: 12
   - Upper division 1
   - Lower or upper division: 3
   - No response: 15

3. Level credit is earned in:
   - Advanced: 4
   - Advanced & intermediate: 10
   - All levels: 9
   - No response: 8

1 For compiling the statistics I wish to thank Anne Abu Al-Eis.

b. ESL is offered as non-credit: 83

Of the 83 responses received 10 stated that although ESL is offered as a non-credit course, they offer credit.

1. Amount of credit earned:
   - up to 3 credits per term/semester: 1
   - 4 to 9 credits per term/semester: 7
   - 10 or more credits per term/semester: 2

2. Credit earned as:
   - Lower division: 3
   - Upper division: 1
   - Lower or upper division credit: 1
   - No response: 5

3. Level credit is earned in:
   - Advanced: 4
   - All levels: 2
   - No response: 4

c. ESL is offered as Credit/Noncredit: 15

1. Amount of credit earned:
   - up to 3 credits per term/semester: 2
   - 4 to 9 credits per term/semester: 6
   - 10 or more credits per term/semester: 7

2. Credit earned as:
   - Lower division: 8
   - Upper division 3
   - Lower or upper division: 1
   - No response: 3

3. Level credit is earned in:
   - Advanced: 6
   - Advanced and intermediate: 2
   - All levels: 4
   - No response: 3

d. Maximum credit earned:

1. Maximum earned when ESL is offered for credit:

   Lower division: 16 credits - North Western State University of Louisiana
   Upper division: 4 credits - University of Southern California (Language Institute)

2. Maximum earned at schools where ESL is offered as non-credit:

   Lower division: 15 credits - Michigan State University
   Upper division: 3 credits - George Washington University

3. Maximum earned when ESL is offered as credit/non-credit:

   Lower division: 18 credits - Alaska Pacific University
   Upper division: 7.5 credits- Armstrong College

III. ESL Faculty Status

a. ESL instructors are considered regular faculty: 58
b. ESL instructors are not considered regular faculty: 53
c. ESL instructors may or may not be considered regular faculty: 17

d. Faculty is full-time: 13
e. Faculty is part-time: 7
f. No indication: 108

g. Faculty are tenured: 1
h. Faculty are non tenured: 1(
i. No indication: 118

j. Faculty have the following ranks:
Lecturer: 5
Other: 5
No indication: 118

k. Faculty must have the following qualifications:
M.A. 3
Ph.D. 1* *(University of California, Santa Barbara, Lecturers)
No indication: 124

IV. ESL Coordination with a Teacher Preparation Program

a. ESL is coordinated with a TPP: 35
b. ESL is not coordinated with a TPP: 88
c. ESL will be coordinated with a TPP: 1
1. University of California, Santa Cruz
d. ESL can be coordinated with a TPP: 1
1. St. Michaels College, Winooski, Vermont
e. ESL is coordinated with a TPP to some extent: 2
1. American Language Program, California State University Long Beac
2. CELOP, Boston University
f. No reply: 1

V. Recommended Changes for ESL Credit

a. ESL should be a college credit course: 67
b. ESL should be a non-credit course: 36
c. ESL should be a credit/non-credit course: 2* (SUNY at Stoneybrook,NY
d. No response: 23 Gwynedd Mercy College)

e. Credit level:
Credit to be at the advanced level: 34
Credit to be at the intermediate level: 3
Credit to be at all levels: 43
Credit to be at the intermediate and advanced levels: 9
No response: 39

f. Credit Policy and the Parallel to Foreign Languages:

Parallel in credit policy to be recommended: 52
Parallel in credit policy not to be recommended: 56
No response: 20

VI. BREAKDOWN OF SCHOOLS AT WHICH ADMISSION IS NOT SEPARATE

21 of the schools offer ESL as a credit course.
7 of the schools offer ESL as a non-credit course.
4 of the schools offer ESL as a credit/non-credit course.

a. ESL offered as a credit course

Amount of credit earned: up to 3 credits per term/semester - 1
4 to 9 credits per term/semester - 10
10 or more credits per term/semester - 4
No limit - 2*
No response - 4

Vincennes University does not count the credit earned in ESL towards graduation.

* No limit on the credit earned at University of California-Santa Barbara and at Burlington County College.

Credit is earned as Lower Division: 12
Credit is earned as Lower or Upper Division: 1
No response: 8

Level credit is earned in: Advanced level: 1
Advanced & Intermediate - 5
All levels - 10
No response - 5

b. Faculty Status

ESL instructors are considered regular faculty: 13
ESL instructors are not considered regular faculty: 1
ESL instructors are/are not considered regular faculty: 4
No response: 3

Faculty consists of full-time lectureers and graduate assistants - 1
Faculty is full-time with part-time lecturers and teaching assistants - 1
Faculty is full-time and part-time - 1
All faculty are full-time - 1
No indication - 17

One school responded that its lecturers have Phd's- University of Southern California at Santa Barbara.

2 ESL offered as a non-credit course

a. Of those schools which responded that they did not offer ESL for credit 1 school offers 15 credits per quarter. However, the credit was towards the dorm requirement only.

b. Faculty Status

ESL instructors are considered regular faculty: 2
ESL instructors are not considered regular faculty: 5

No other information was given about the status of teachers.

3 ESL offered as a credit/non-credit course

a. Amount of credit earned: up to 3 credits per term/semester - 1
4 to 9 credits per term/semester - 1
10 or more credits per term/semester - 2

Credit is earned as Lower Division: 1
Credit earned as Lower/Upper Division: 1
No response: 2

Level credit is earned in: Advanced level - 2
All levels - 1
No response - 1

b. Faculty Status

ESL instructors are considered regular faculty: 1
ESL instructors are not considered regular faculty: 3

Faculty is part-time: 1
No indication: 3

4 Schools at which admission is not separate

Brigham Young University-Hawaii Campus
Burlington County College
California State University/Long Beach
College of the Desert
Edinboro State College
Emporia State University
Gwyned Mercy College
Hawaii Pacific College
Kings College
Kishwaukee College
Lamar University
Lehman College
Louisiana Tech University
Macalester College
Marymount Palos Verdes College
Michigan State University
Northrup University
Northwestern State University of Louisiana
Ohio University
Ottawa University
Otterbein College
Roosevelt University
S.U.N.Y. at Stony Brook
University of California/Berkeley
University of California/ Santa Barbara
University of Houston, Downtown College
University of the Pacific
University of Southern California
Texas Christian University
Vincennes University
Witchita State University
Washington University
York College (C.U.N.Y.)

VII COMMENTS

A Credit System

1. Arguments to support credit system
   a. When upper level work is similar to undergraduate english offerings credit should be offered: 5 responses
   b. Advanced ESL classes should be for credit: 6 responses
   c. ESL should be offered for credit but not towards degree: 2 responses
   d. Credit is a necessity: 1 response

2. Arguments against credit system
   a. Offering credit for ESL classes would encourage students to take courses "outside their major area.": 1 response
   b. Classes are remedial: 5 responses
   c. Offering ESL for credit would involve detrimental administrative changes: 3 responses

B Parallel with Foreign Languages

1. Arguments for parallel with foreign languages
   a. Would acknowledge the strength of an ESL program vis-a-vis other foreign languages: 2 responses
   b. ESL should be considered foreign language work, not remedial work: 3 responses
   c. ESL should substitute as a foreign language for graduation requirements: 3 responses

2. Arguments against parallel with foreign languages
   a. Students take ESL to acquire necessary skills for school, this is not true of foreign languages: 4 responses
   b. The skills acquired in ESL and foreign languages are not comparable: 3 responses

C Faculty Status

1. Faculty are considered adjunct lecturers but are non-tenure track: 4 responses
2. All or most instructors are on part-time status: 4 responses
3. Instructors are considered regular faculty except for tenure: 8 responses
4. Instructors are on special appointments: 3 responses
5. Instructors are not regular faculty but receive faculty privileges: 3 responses
6. Instructors suffer due to the lack of benefits: 3 responses
7. Instructors hold MA degrees: 4 responses
8. Lecturers have Ph.D's: 1 response

A Chart of Current Practices and Recommended Changes

The following chart presents a summary of the information provided by the respondents arranged according to the states where their insitutions are located.

State	School & Program	Respondent	I. Current Practices					Regular Faculty	II. Recommended Changes		
			Ad	TPP	Cr	Level	#		Cr	Level	PR
AL	1. Spring Hill College Intensive English Language Institute	Ms. Carolyn Sayago, Director									
AK	2. Alaska Pacific University English Language Institute	Marianne Inmar, Director			X	A,I, B,O	18	X	X	A	X
AZ	3. University of Arizona Center for ESL	Frank Pialorsi, Ph.D, Director		X							
CA	4. American Language and Culture Institute	Mary M. Kowta	X								
	5. Armstrong College American English Center	Jacqueline Pinson, Director	X		X	A	7.5	X	X	A	
	6. California State University (Fresno) American English Institute	Margery Henry, Acting Director		X							
	7. Cal State U - (Hayward) American Language Program	Anna Falvo, Coordinator									
	8. Cal State U - (Long Beach) American Language Program	Karen L. Fox, Director	X	X	X	All	9	X	X	All	X
	9. Cal State U - (Los Angeles) American Culture & Language Program	Irene M. Parks, Director									
	10. Chapman College English Language Institute	E.G. Alderson, Director		X	X	A	9	X	X	A	
	11. College of the Desert ABE/ESL	Renaldo F. Ortiz, Asst. Prof.	X						X	A,I	X
	12. College of Marin Intensive English Program	Linda Gillette, Advisor						X	X	A	X
	13. Humboldt State University International Language Institute	Gerry Hopelain, Coordinator English Program							X	A	

Ad-Admitted TPP-Teacher Preparation Program Cr-Credit A-Advanced I-Intermediate B-Beginning O-Other NI-Not Indicated

State	School & Program	Respondent	I. Current Practices: Ad	TPP	Cr	Level	#	II. Recommended Changes: Regular Faculty	Cr	Level	PR
CA	14 Long Beach City College ESL	Bernice Weiss, ESL Dept. Head			X	A,I	6	X	X	A,I	
	15 Marymount Palos Verdes College - English Language Institute	Beverly K. Hart Director	X		X	All	4	X			
	16 Northrup University Language Institute	Glynn Alam, Asst. Director	X						X	All	X
	17 Saint Mary's College Intensive English Program	Ann Hogue, Acting Director						X			
	18 San Jose State Unviersity Studies in American Language	Peggy Faletti, Admin. Coordinator		X							
	19 University of California (Berkeley) - English Language Program	Meredith Pike-Baky Coordinator	X		X	NI	5		X	All	X
	20 Univ. of Cal. -(Irvine Ext.) Program in ESL	Marilyn J. Rymniak, Academic Cooordinator		can be					X	A	
	21 Univ. of Cal. -(Los Angeles) American Language & Orientation Program	John Distefano, Coordinator Special Programs						X	X	All	X
	23 Univ. of Cal. - (Los Angeles Extension) American Language Center	George L. Hingot, Ph.D, Director									
	24 Univ. of Cal. - (San Diego) Program in American Language and Culture	Prof. Leonard Newmark, Head		X							X
	25 Univ. of Cal. - (Santa Barbara) ESL	Melanie Ator Admin. Assistant	X		X	A,I,B		X	X	All	
	26 Univ. of Cal. - (Santa Cruz) - English Language Program	Patricia Little Admin. Assistant		will be							
	27 University of San Francisco World English Center	Father J.P. Teeling, S.J.						X			
	28 University of the Pacific Intensive English Program	Dr. B. Jean Longmire, Supervisor IEP	X	X	X	A,I,P	12	X	X	A,I	X

Ad-Admitted TPP-Teacher Preparation Program Cr-Credit A-Advanced I-Intermediate B-Beginning O-Other NI-Not Indicated
#-amount of credit PR-Parallel

State		School & Program	Respondent	I. Current Practices: Ad	TPP	Cr	Level	#	Regular Faculty	II. Recommended Changes: Cr.	Level	PR
CA	29	University of Southern California World English Center	Jane Woodward, Ph.D Asst. Director	X		X	A,I,B	4	X			X
	30	Whittier College English Language Program	Ann Farmer, Director						X			
	31	University of Redlands ESL Program	Sarah Hakey, Director							X	A	
CO	32	Colorado State University Intensive English Program	Douglas E. Flahive, Program Coordinator		X					X	A	
	33	Fort Lewis College Intensive English Program	James Ash, Director			X	A,I	8	X	X	A,I	
	34	University of Colorado International English Center	Jean C. Engler, Director							X	A	
CT	35	University of Hartford English Language Unit	Muriel L. Quintin, Director						X			
	36	Yale University English Language & Orientation Program	William J. Nolan, Director			X	A,I	6	X	X	All	X
DC	37	Georgetown University Division of EFL	William E. Norris Head			X	All	8	X	X	All	X
	38	George Washington University English for International Students	Marcia W. Kelly, Exec. Aide						X	X	All	X
FL	39	Barry University Program for ESL	Frank Ploener, Director							X	A	
	40	Florida International University - Intensive English Program	Dr. Virginia C. Gathercole, Coordinator		X							
	41	Florida State University Center for Intensive English Studies	Frederick L. Jenks, Ph.D, Director		X							
	42	Nova University Intensive English Program	Gerry Strei, Director		X				X			
	43	University of Florida English Language Institute	Jayne C. Harder, ELI Director		X							

Ad-Admitted TPP-Teacher Preparation Program Cr-Credit A-Advanced I-Intermediate B-Beginning O-Other NI-Not Indicated
#-Amount of credit PR-Parallel

State		School & Program	Respondent	I. Current Practices: Ad	TPP	CR	Level	#	Regular Faculty	II. Recommended Changes: CR	Level	PR
FL	44	University of Miami Intensive English Program	John H. Rogers, Director									X
	45	University of South Florida International Language Center	Luz Paredes Lono, Ph.D Curriculum Coordinator		X					X	A	
GA	46	Georgia State University ESL Program	Garland H. Doores, Director			X	A	10	X	X	A	X
HI	47	Brigham Young University Hawaii Campus English Language Institute	Lynn Heinrichsen, Director	X	X	X	A,I	4	X	X	A,I	X
	48	Hawaii Pacific College English Foundation Program	Janet Leister, Director	X	X	X	NI	NI	X	X	A	X
	49	University of Hawaii at Manoa - HELP College of Continuing Education	Gary T. Honda Program Director									
IL	50	Kishwaukee College ABE Program	Evelina Cichy Coordinator	X		X	NI	14.5		X	A	
	51	Roosevelt University English Language Program	Dagna Simpson, Director	X	X				X	X	A	X
	52	Southern Illinois University CESL	Paul Angelis, Chairman Linguistics/CESL		X				X			
	53	University of Illinois (Chicago) - Tutorium in Intensive English	B.J. Jacobsen Director		X							
	54	University of Illinois (Urbana-Champaign) Intensive English Program	Rihura G. Dixon, Director						X			
	55	Western Illinois University WESL Institute	Ron Bradley, Director						X			
IN	56	Saint-Mary-of-the-Woods College - English Language Institute	Patrick Deany, ELI Director									
	57	Vincennes University Vincennes Center for Intensive English	Lisa A. Mets, Coordinator	X		X	A,I	16	X	X	All	

Ad-Admitted TPP-Teacher Preparation Program Cr-Credit A-Admitted I-Intermediate B-Beginning O-Other NI-No Indication

State		School & Program	Respondent	I. Current Practices: Ad	TPP	CR	Level	#	Regular Faculty	II. Recommended Changes: Cr	Level	PR
IA	58	Coe College Intensive ESL Program	Barbara J. Drexler, Director							X	A	X
	59	University of Iowa Iowa Intensive English Program	George Wehrs EFL Coordinator		X							
KS	60	Donnelly College Intensive English Program	Margaret P. Coffer, Director			X	A	12	X	X	A	
	61	Emporia State University Intensive English Program	James F. Hater, Director International Student Affairs	X						X	A	X
	62	Ottawa University English Language Institute	Dr. Murle Mordy, Director, ELI	X						X	A	X
	63	Wichita State University Intensive Eng. Language Center	Peggy J. Anderson, Assoc. Director	X								
KY	64	University of Louisville Intensive ESL Program	Karen A. Mullen, Director			X	NI	12	X	X	All	X
LA	65	Centenary College English Language Center	Dorothy Ramsin, Director		X							X
	66	Louisiana Tech University Program of EFL	Ruth Schimpf, Curriculum Coord.	X		X	A,I,B	14	X	X	All	X
	67	Northwestern State University of Louisianna American Language and Orientation Center	Mrs. Marien C. Nesom, Director	X		X	A,I,B	16	X	X	All	
MA	68	Atlantic Union College English Language Institute	Cynthia J. Katcher, Director			X	NI	12	X			
	69	Boston University CELOP	F. Stiegtilz, Director		X				X			
	70	Bradford College English Language Institute	Dennis Weyant, Director							X	A	X
MI	71	Andrews University English Language Institute	Stella Ramirez Greig, Director			X	A,I	6	X			X

Ad-Admitted TPP-Teacher Preparation Program Cr-Credit A-Advanced I-Intermediate B-Beginning O-Other NI-No Indication
#-amount of credit PR-Parallel

State		School & Program	Respondent	I. Current Practices: Ad	TPP	Cr	Level	#	Regular Faculty	II. Recommended Changes: Cr	Level	PR
MI	72	Michigan State University English Language Center	James C. Stalker, Director	X	X				X			
	73	Western Michigan University Career Eng. Language Center	Walter Davison, Director									
MN	74	Macalester College ESL Program	Ellen Comer Coordinator	X		X	A,I	4	X	X	A,I	X
	75	University of Minnesota	Florence Funk		X				X	X	A	
MO	76	University of Missouri (Columbia) - Intensive English Program	Larry P. Francis, Director						X	X	A	X
	77	Univ. of Missouri (Rolla)	NI					X				
	78	Washington University ESL Program	Patricia Eldadah, Acting Coordinator	X		X	A	3		X	All	X
NJ	79	Rutgers University Program in American Language Studies	Dr. M. Eileen Hansen, Assoc. Director	X					X	X	A	
NY	80	City University of New York (Hunter College) International Eng. Language Institute	Deborah Leccese, Director Of Admin.									
	81	C.U.N.Y. (Lehman College) ESL	U. Naval ESL Coordinator	X		X	NI	NI	X	X	All	X
	82	C.U.N.Y. (Queens College) College ESL	Howard Kieinmann, Director			X	NI	NI	X	X	A,I	
	83	C.U.N.Y. (York College) ESL	Margaret Eberbach			X	NI	NI	X			
	84	Columbia University American Language Program	Mary Reinbold Jerome Coordinator of Courses						X	X	A,I	X
	85	Cornell University Intensive English Program	Dr. E.J. Beukenamp, Director		X				X			
	86	New York University American Language Institute	William W. Jex Acting Director			X	A	3	X	X	A	X

Ad-Admitted TPP-Teacher Preparation Program Cr-Credit A-Advanced I-Intermediate B-Beginning O-Other NI-No Indication
#-amount of credit PR-Parallel

State		School & Program	Respondent	I. Current Practices: Ad	TPP	Cr	Level	#	Regular Faculty	II. Recommended Changes: Cr	Level	PR
NY	87	State University of New York at Buffalo Intensive Language Institute	Stephen C. Dunnett, Director		X	X	A	6	X	X	A	
	88	S.U.N.Y. at New Paltz	Alice Matzdorf, Foreign Student Advisor			X	A,I,B	12		X	A	X
	89	S.U.N.Y. at Stony Brook ESL	Susan Chanover, Director	X	X	X	A,I,B	12		X	All	X
NC	90	North Carolina State University - Summer Institute for Speakers of Other Languages	Denis Jackson, Continuing Education Specialist						X			
OH	91	Ashland College Center for English Studies	Michael Hupfer, Director									X
	92	Ohio University Ohio Program of Intensive English	Adelaide H. Parsons, Director		X				X			
	93	Ohio Wesleyan University English Language Program	Donald Lenfest, Director							X	A	
	94	Otterbein College English Language Program	Susan Klopp, Director	X		X	A,I,B	5				X
	95	University of Akron ELI	Dr. K.J. Pakenriam, Director						X			
	96	University of Dayton American English Institute	Nora Duffy, Director						X			
	97	University of Toledo American Language Insitutue	Jane Van Bolt, Director of Courses						X	X	A	X
OK	98	Oklahoma State University English Language Institute	Jeanne Horton, Assistant Director		X				X	X	All	X
	99	University of Tulsa English Insitute for International Students	Barbara Clulow Director						X			
OR	100	Lewis & Clark College Institute for the study of American Language & Culture	Sherry Ennis, Acting Director			X	A	2		X	All	X

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OR 101	Oregon State University English Language Institute	Edith Madden, Asst. Director			X	A	12	X	X	All	X
102	University of Oregon American English Institute	Iris Esau Moye Acting Director		X				X	X	A	X
PA 103	Edinboro State College Dept. of English & Theatre Arts	Thomas Stanko Chairman	X		X	A,I	3-6	X	X	A,I	
104	Gwyneed Mercy College ESL	S. Helen Cahill, Direcot of Admin.	X		X	NI	NI	X	X	A,I	
105	King's College ESL	J.T. Moran, Assoc. Prof. Foreign Language/ESL	X	X	X	A,I	6	X	X	All	
106	Pennsylvania State Univ. Intensive English Communication Program	John Hinds, Director							X	A	
107	University of Pennsylvania English Program for Foreign Students	Barry P. Taylor, Director		X				X			
108	University of Pittsburgh English Language Institute	Cathleen Cake, Student Advisor						X			
TN 109	Belmont College International Eng. Institute	Ruth Fay Kilgore, Admin. Coordinator			X	A,I	3	X	X	All	
110	University of Tennessee	Ralph Wacker, Proffesor			X	A	3	X			
TX 112	Lamar University ESL	Dr. Victoria H. Price, Assoc. Prof. & Director	X					X			
113	Our Lady of the Lake University of San Antonio Program in EFL	David Sanor, Chairman						X			
114	Texas A & M University English Language Institute	Deanna Hormuth, Coordinator	X					X	X	A	X
115	Texas Christian University English Language Center	Dennis Cone, ELC Coordinator	X		X	A	12	X	X	A	X

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State		School & Program	Respondent	I. Current Practices: Ad	TPP	Cr	Level	#	Regular Faculty	II. Recommended Changes: Cr	Level	PR
TX	116	Texas Wesleyan College International English Program	Roger Speegle							X	All	X
	117	University of Houston	William Acton, Asst. Proffesor									
	118	University of Houston, Downtown College	NI									
	119	University of Texas at Arlington - ELI	Irwin Feigenbaum, Director		X							
	120	University of Texas at Austin - Intensive English Program	NI									
UT	121	Brigham Young University English Language Center	Glen W. Probst, Coordinator		X				X	X	A	
VT	122	Burlington County College	Zell Kraviosty, Coordinator	X		X	All	No Limit	X	X	A	X
	123	St. Michaels College Program in Eng. For International Students	Norman J. Lachrite, Director						X	X	All	X
WA	124	Gonzaga University ESL Program	Marcan Browne, Program Coordinator							X	A	X
	125	Heritage College Fort Wright Campus ESL	Carolyn Platt ESL Coordinator						X	X	All	X

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PORTLAND
STATE
UNIVERSITY
p.o. box 751
portland, oregon
97207
503/229-4088

center for
english as a
second language

August 10, 1982

ESL Program Director

Dear Colleague:

At present there is no uniform policy regarding English as a Second Language and college credit. The purpose of this questionnaire is to survey current practices and report recommended changes. Your response is sincerely appreciated.

Sincerely,

Naguib Greis

Naguib Greis, Director
Professor of English

NG/mw

Please check the appropriate response and add any relevant information or comments. Return the response in the enclosed stamped envelope.

Program and School _____

Respondent and Title _____

I. Current Practice:

A. Admission to ESL is _____ separate from / _____ not separate from admission to the institution.

1. ESL students _____ must be / _____ may not be academically admissible to the institution.

2. The ESL program is _____ coordinated with / _____ not related to a teacher preparation program.

B. ESL is a _____ credit / _____ non-credit course.

1. Students may earn up to _____ credits _____ per term / _____ per semester, including _____ lower-division and/or _____ upper-division under the course number (s) _____ _____ at these levels: _____ advanced, _____ intermediate, _____ beginning, _____ other.

C. The ESL instructors _____ are / _____ are not regular university or college faculty.

Comments: _____ _____ _____.

II. Recommended Changes:

A. ESL should be a _____ non credit / _____ college credit course at the _____ advanced level _____. intermediate level _____ all levels.

B. The parallel with foreign languages in credit policy _____ is / _____ is not to be recommended.

Comments: _____ _____ _____